



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

sectioning, special methods, the use of the microscope, and micrometric methods involving the use of the camera lucida.

The most notable new chapter is the one dealing with methods of staining filamentous algæ and fungi, and mounting them in Venetian turpentine. An abstract of the methods of Pfeiffer and Wellheim is given, together with such modifications as have been bound to give successful preparations. Such extremely delicate forms as *Vaucheria* can be carried through the stains and mounted in Venetian turpentine without showing the least trace of plasmolysis; and even if slight plasmolysis should occur, it can be corrected by manipulation of the mounting medium. The Venetian turpentine method, giving preparations requiring no sealing, and as hard and durable as balsam mounts, should almost entirely replace the troublesome glycerine method.

Much attention is given to collecting and keeping material alive in the laboratory. Klebs's method of securing reproductive phases in algæ and fungi is presented in a practical manner. Specific directions are given for making such preparations as are needed by teachers and others who wish a comprehensive view of the plant kingdom from the lowest to the highest forms.

The book will be very useful to teachers of secondary schools, as well as to independent workers, for it gives in usable and concise form the latest and most approved methods of modern micro-technique.

W. J. G. LAND.

UNIVERSITY OF CHICAGO.

German Higher Schools: The History, Organization and Methods of Secondary Education in Germany. By JAMES E. RUSSELL. Ph.D., LL.D. New York: Longmans, Green & Co.

This is a revised edition of the handbook on the German secondary schools by the dean of Teachers College, New York, first published in 1899, and reviewed in these columns. The new edition is enlarged by the addition of a chapter entitled, "The Progress of School Reform, 1898-1905," a "Bibliography of Recent Works on School Reform," and three appendices entitled "Royal Decree of November 26, 1900," "Curricula of Prussian Higher Schools of 1901," and "The Privileged Higher School of Germany in 1903-1904." These additions will render more useful what has already become a standard work on the subject. On p. 463 *ad fin.* "1903" should read "1900."

W. B. O.

Boys and Their Management in School. By H. BOMPAS SMITH, M.A., Headmaster of Queen Mary's School, Walsall; Formerly Assistant Master at Shrewsbury. New York: Longmans, Green & Co., 1905. Pp. 119.

While this small volume is written from the standpoint of the English school and for English schoolmasters, it contains a fund of practical wisdom born of experience that would be applicable under any conditions. The book is divided into two parts, the first of which, entitled "The Human Boy," deals with the physical and mental development of boys between the ages of eight and nineteen years and draws much of its material from Hall's *Adolescence*. In the second part, entitled "The Boy in School," the author speaks from his own experience, and reveals himself as a thoughtful and sympathetic student of the problems of his profession. We Amer-